

Pupil premium strategy statement

This statement details St Ann's Well Academy's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Ann's Well Academy
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	48.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st November 2022
Date on which it will be reviewed	1 st November 2023
Statement authorised by	Emma Thorne
Pupil premium lead	Emily Ashdown
Governor / Trustee lead	Mathilda Stone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,580.
Recovery premium funding allocation this academic year	£15,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£164,600

Part A: Pupil premium strategy plan

Statement of intent

Our vision at St Ann's Well Academy is to empower pupils, irrespective of their background or the challenges they face, to acquire, demonstrate and articulate knowledge, skills and personal values that will support them as life-long learners and citizens of the future. Thus, our intention is that we support our disadvantaged pupils to achieve that goal and succeed in line with their non-disadvantaged peers.

Pupils who are in receipt of Pupil Premium Funding face specific barriers to reaching their full potential and, at St Ann's Well Academy we are determined to provide the support and guidance that they need to help them overcome these barriers.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged in our school.

Whilst we are relentless in our pursuit of academic equity for our disadvantaged pupils, it is also important that other barriers are broken including economic and social and emotional issues through the careful targeted use of Pupil Premium funding.

Our approach will be responsive to common challenges and individual needs raised across school through diagnostic assessments and professional knowledge of our pupils. In response to this, we will prioritise:

- Developing teaching pedagogy, ensuring it's of a consistent high quality, through continuing professional development.
- Increase attainment and progress of our disadvantaged pupils through the use of pupil progress and attainment data to inform the planning of interventions and provision (including adult deployment)
- Support our disadvantaged pupils with their social and emotional difficulties
- Improve rates of attendance our disadvantaged pupils
- Increase the support for pupils who have limited experiences beyond their home life and immediate community.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Development of Early Language Acquisition Internal observation and analysis indicates the majority of our disadvantaged pupils start Nursery below age related expectations in terms of language acquisition and communication and language. Consequently, this is a key aim for our younger children.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers which negatively impact their development as readers.
3	Internal attainment data in reading, writing and maths indicates cohort specific gaps where disadvantaged pupils are attaining below that of non-disadvantaged pupils.
4	Internal attainment data indicates that writing progress and attainment is lower than that of other subject areas within specific year groups. During the pandemic it was found to be the area that the least children would engage with despite efforts to the contrary.
5	Improving attendance and reducing persistent absence – particularly for disadvantaged pupils. Implementing a range of strategies to improve attendance and measures to lower persistent absence.
6	Supporting key disadvantaged pupils with the impact on their wellbeing post-pandemic and from other factors. Focusing on those individuals for whom are facing the most significant barriers to education and may need more intensive or specialised support.
7	Due to financial constraints, our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds these. Pupils have limited experiences beyond their home life and immediate community.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral and language skills in EYFS. Raised outcomes and accelerated progress in Communication and Language in F1 / F2 with a particular emphasis on supporting those whose language acquisition is further behind their peers.	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in our younger pupils where we have targeted the support for this initiative.
To continue to diminish the gap between Pupil Premium and non-Pupil premium in phonics attainment.	Less than 10% gap between Pupil Premium and non-Pupil Premium attaining the pass mark in the phonics test. Internal assessments evidence good progress for all pupil premium children within phonics and reading.

	<p>New Systematic Synthetic Phonics scheme embedded.</p> <p>F1 to follow programme of phonics that leads into the ELS programme.</p> <p>Phonics provision and / or interventions coordinated for key stage 2 pupils who are not able to decode. Progression and attainment monitored within this.</p>
<p>To ensure Pupil Premium children continue to make good or better progress from their starting points from September 2022 in reading, writing and maths.</p> <p>Continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance in reading, writing and maths.</p>	<p>All disadvantaged Pupil Premium children demonstrate they have made good or better progress over the academic year in reading, writing and maths whatever their starting point.</p> <p>Their books show progress term on term.</p> <p>Data collection points demonstrate progress towards attainment gap closure between Pupil Premium and non-Pupil Premium children for reading, writing and maths</p> <p>The quality of teaching and learning is judged to be 100% good with 30% outstanding.</p> <p>All staff consistently and effectively identify misconceptions and provide effective interventions to address with immediacy as evidenced in barriers files.</p>
<p>To diminish the attainment gap in writing against other subject areas and thus reduce the gap between pupil premium and non-pupil premium pupils.</p>	<p>Raise outcomes in writing by at least 3% from the internal outcomes measured at the end of summer term 2022.</p>
<p>All disadvantaged pupils at St Ann's Well Academy will attend school in line with or better than the National Average for Pupil Premium children.</p> <p>Persistent Absence percentages for Pupil Premium children are less than the National Average.</p>	<p>Overall Pupil Premium attendance is in line with the National Average or better by the end of the academic year.</p> <p>The percentage of persistent absence for Pupil Premium children is less than the National Average.</p>
<p>To support key individuals who have experienced a more significant impact on their wellbeing / emotional and social needs through a range of strategies.</p>	<p>Through professional dialogue, observation, pupil and parent feedback a rise is tangible in pupil well-being, especially for disadvantaged pupils.</p>
<p>All disadvantaged Pupil Premium children take part and participate in enrichment activities that extend their school learning journey experience and cultural capital.</p>	<p>Pupils will have experiences and be able to draw upon a wide range of culturally rich life experiences, which we have implemented and that will have impact of their aspirations and academic applications.</p> <p>Teachers and support staff plan a wide range of visits/events/experiences to inspire/enhance the progress of their learning, as measured through DC Pro reports and pupil voice.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on an oral language intervention.	The Education Endowment Foundation (EEF) has found that oral language approaches have a high impact on pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Staff training on a Systematic Synthetic Phonics programme.	The Education Endowment Foundation (EEF) has found that phonics teaching and intervention can positively benefit pupils, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3
Staff training on a spelling programme	The Education Endowment Foundation (EEF) has found that fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Thus a clear spelling strategy across school is required to free our children from the cognitive load of spelling. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2,3,4
Further embed the use of a systematic maths programme (Power Maths)	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Mat_hs_guidance_KS_1_and_2.pdf	3
Expert maths leader to support staff in mentoring / coaching capacities to refine practice and raise attainment.	Support from colleague to colleague of effective and highly effective teaching practice via observation, modelling, team teaching and professional dialogue leads to improved teaching and learning practice which in turn leads to better learning and learning outcomes. Evidence from Cambridge International: https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in	3

	<p>the Teaching of Mathematics, drawing on evidence based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF produced documentation reviewing evidence for the teaching of mathematics: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Early_Years_and_Key_Stage_1_Mathematics_Evidence_Review.pdf?v=1666895118</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf?v=1666895124</p>	
Development of robust multiplication teaching practices across school.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF produced documentation reviewing evidence for the teaching of mathematics: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Early_Years_and_Key_Stage_1_Mathematics_Evidence_Review.pdf?v=1666895118</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf?v=1666895124</p>	3
Expert English lead to support staff in mentoring / coaching capacities to refine practice and raise attainment.	<p>Support from colleague to colleague of effective and highly effective teaching practice via observation, modelling, team teaching and professional dialogue leads to improved teaching and learning practice which in turn leads to better learning and learning outcomes.</p> <p>Evidence from Cambridge International: https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf</p> <p>Guidance reports from the EEF: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1666902244</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1666902181</p>	2,3,4
Peer to peer coaching in teaching and learning	Support from colleague to colleague of effective and highly effective teaching practice via observation, modelling, team teaching and professional dialogue	2, 3, 4

	<p>leads to improved teaching and learning practice which in turn leads to better learning and learning outcomes.</p> <p>Evidence from Cambridge International: https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p>Delivery of the ECT programme of study to develop quality first teaching further.</p>	<p>Support from colleague to colleague of effective and highly effective teaching practice via observation, modelling, team teaching and professional dialogue leads to improved teaching and learning practice which in turn leads to better learning and learning outcomes.</p> <p>Evidence from Cambridge International: https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	2, 3, 4
<p>Purchase and use of the Accelerated Reader Programme for pupils who are able to decode.</p>	<p>Evidence indicates that reading for pleasure not only leads to academic success but also personal development.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide school led tutoring for our most vulnerable pupils.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Evidence of the importance of feedback given: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	2, 3

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged background. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2</p>
<p>Teaching assistants withdraw pupil premium children for interventions</p>	<p>If children have misunderstood a concept, they will revisit the learning with a TA to help them overcome their misconception.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Evidence of the importance of feedback given:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>2, 3, 4</p>
<p>Targeted intervention groups based on half termly data to ensure pupil premium children are making good or better progress in reading, writing and maths.</p>	<p>If children have misunderstood a concept, they will revisit the learning with a TA to help them overcome their misconception.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Evidence of the importance of feedback given:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>2, 3, 4</p>
<p>Targeted booster / catch up provision</p>	<p>The EEF found that small group tuition has had an average impact of four months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 3, 4</p>
<p>Additional teaching</p>	<p>This support for key individuals allows those pupils to flourish socially, emotionally and academically. It also</p>	<p>2, 3, 4</p>

assistant support for key learners	allows other teaching assistant time to be relentlessly focused upon academic support and intervention.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support from the attendance officer to raise standards of attendance for pupil premium pupils by working with families to remove the barriers to attending.</p> <p>Continue to embed pupil awards and incentives for good school attendance.</p> <p>Continue to enhance robust systems and procedures for attendance.</p> <p>Continue to establish with parents' good attendance habits.</p>	<p>Attendance has been identified as a barrier to learning. Too many of our pupil premium pupils are not in school enough. The dedicated time to support our families, has and will continue to improve the attendance rates.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>The EEF is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attend</p> <p>As per the EEF parental engagement as having a moderate impact that can improve pupil progress.</p> <p>NFER research found that school which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success. Of which number 2 is addressing behaviour and attendance.</p> <p>DfE improving attendance at school notes without the opportunity to receive good teaching, every day, from the start of their school career, their most deprived pupils are unlikely to narrow the gap with their peers. These schools are on the lookout for poor patterns of attendance in their nurseries and address them as soon as they become concerned.</p>	5
Attendance (consultant) officer	Attendance Officers provide key support in raising attendance, the profile of attendance, identifying and	5

	supporting key issues including working to support families where persistent absence is a consideration.	
Breakfast club places for key pupils (to support punctuality and attendance)	Internal assessments indicate that these children have a positive start to the day with their peers which in turn supports a positive attitude towards learning. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast	5
Counselling for specific learners.	Individual counselling records show individual impacts in a range of ways – that have led to improved wellbeing and academic engagement. DfE Counselling in Schools: a blueprint for the future states: The benefits to the individual and to society in preventing problems from arising, and intervening early where they do, are significant. For schools this can result in improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient pupils. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf	6
Fund the cost of out of school trips / experiences.	Evidence shows that pupils learning is enhanced through greater engagement in immersive education. EEF 3-6 months increase in learning progress. Creative and connected curriculum shown to improve pupils' engagement and raise standards.	6, 7
Uniform contribution	Whilst it is acknowledged that uniform on its own does not increase attainment (EEF research), we believe that it is important to support the inclusion and well-being of our pupils who are eligible by removing the barrier.	6, 7
Contingency fund for acute issues.	Based on our experience and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £164,600

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Intended Outcome 1

Improved oral and language skills in EYFS. Raised outcomes and accelerated progress in Communication and Language in F1 / F2 with a particular emphasis on supporting those whose language acquisition is further behind their peers.

Impact

Whilst the intended programme was unable to be completed, pupil premium pupils are generally in line with non-pupil premium pupils within the foundation stage. We wish to continue to raise the attainment within this area next academic year.

Intended Outcome 2

To diminish the gap between Pupil Premium and non-Pupil premium in phonics attainment.

Impact

The gap between pupil premium and non-pupil premium pupils in phonics has closed to 4%.

Intended Outcome 3

All disadvantaged Pupil Premium children continue to make good or better progress from their starting point September 2021 in reading, writing and maths. Continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance in reading, writing and maths.

Impact

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

Our assessments demonstrate that the vast majority of Pupil Premium children made good or better progress from their starting point in September 2021 in reading, writing and maths.

Year on year, our assessments demonstrate that the gap is closing between disadvantaged and non-disadvantaged pupils though a minority of pupils have been more significantly impacted than others by the disruption to their learning caused by the pandemic. This has had a complex impact upon the academic performance for a relatively small group of disadvantaged pupils. This group require intensive support

academically and strategies for supporting this group this academic year are listed in the document above.

Intended Outcome 4

All disadvantaged pupils at St Ann's Well Academy will attend school in line with or better than the National Average for Pupil Premium children.

Persistent Absence for Pupil Premium numbers are less than the National Average.

Impact

Attendance in 2021-22 was lower than we expect. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. The gap between pupil premium children and non-pupil premium children was 3.3% where both are below national average figures (95.4%).

There are significant plans to build upon this in 2022-23

Intended Outcome 5

To support key individuals who have experienced a more significant impact on their wellbeing / emotional and social needs through a range of strategies.

Impact

Pupils have had access to tailored support sessions offered by Therapat. Staff, parents and pupils themselves have noted increased confidence, developed coping skills to combat resilience issues and setbacks.

Intended Outcome 6

All disadvantaged Pupil Premium children take part and participate in enrichment activities that extend their school learning journey experience and cultural capital.

Impact

A total of 19 clubs were offered to pupils last academic year. The after-school clubs offered to pupils ranged from gymnastics, trips to our local allotments to art and craft and basketball. Nearly 300 pupils took part in these clubs over the year.

Over the year, pupils have had access to a range of trips, visits and have had opportunities provided by on site experiences. These have added to their learning enrichment journey through subject specific links, wider curriculum opportunities and additions of new knowledge.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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Music Tuition	Nottingham City Council Music Provision
Sport tuition	Nottingham Forest in the Community
Essential Letters and Sounds	Oxford Owl
Power Maths	Active Learn
Espresso Coding	Discovery Education
Education Library Service	Inspire Culture

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.